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ABSTRACT

Noting that improving teaching effectiveness is a major concern for those working toward educational reform, this annotated bibliography provides references to inform teachers at all levels and researchers about classroom interaction. The 40 references are confined to theory and research on verbal and nonverbal face-to-face interaction between teachers and students. (JC)

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TEACHER-STUDENT INTERACTION IN THE CLASSROOM

An Annotated Basic Bibliography

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August, 1987

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Improving teaching effectiveness is a critical concern in this time of educational reform. The quality of teacher-student interaction is assumed to play a major role in student academic success. Thus, this bibliography provides references to inform teachers at all levels and researchers about classroom interaction.

The concept of "Teacher-Student Interaction" can encompass a wide range of activities; for the purposes of this bibliography, interaction shall refer only to verbal or nonverbal behaviors that a teacher engages in either as speaker or listener when involved with students in face-to-face situations. This eliminates references on planning strategies, evaluation techniques, student-student interaction, parent-teacher interaction, etc.

This bibliography provides references to guide the reader to pertinent theory and research on teacher-student interaction, and includes several practical sources as well.

Amidon, Edmund J. and John B. Hough. (1967). Interaction Analysis: Theory, Research and Application. Reading, Mass.: Addison-Wesley.
This landmark text describes research involving the coding of verbal behavior during spontaneous classroom communication.

Anderson, Janis F. (1979). "Teacher Immediacy as a Predictor of Teaching Effectiveness." In Dan Nimmo (Ed.), Communication Yearbook 3. New Brunswick: Transaction Books. (ERIC ED 175 067*)
This study identifies nonverbal behaviors related to teacher immediacy. Results indicated a positive relationship between teacher immediacy and student attitudes and achievement.

Barker, Larry L. (Ed.). (1982). Communication in the Classroom. Englewood Cliffs, NJ: Prentice-Hall.
Contains original essays which discuss instructional communication processes and surrounding issues. This text is appropriate for pre- and in-service teachers. Of special note are chapters on classroom interaction by Friedrich and nonverbal immediacy by Andersen and Andersen.

Bassett, Ronald E. and Mary-Jeanette Smythe. (1979). Communication and Instruction. New York: Harper and Row.
Authors discuss a broad range of communication concerns--from self-concept to conflict in the classroom--in a manner appropriate for both prospective and in-service teachers. Information compatible with a variety of teaching philosophies and subject matter.

Bellack, A.A., H.N. Kliebard, R.T. Hyman and F.L. Smith. (1966). The Language of the Classroom. New York: Teachers College Press.
The authors view teaching as a language game between teachers and students. Their research introduced the notion of 4 basic categories of pedagogical moves--structuring, soliciting, responding and reacting.

Book, Cassandra L., Duffy, Gerald G., Roehler, Laura R., Meloth, Michael S. and Vavrus, Linda G. (1985). "A Study ofthe Relationship between Teacher Explanation and Student Metacognitive Awareness during Reading Instruction." Communication Education, 34, 29-36. (ERIC EJ 311 334)
One study in a line of research which identifies and explicates relationships between teacher communicative behavior, specifically, clarity of explanation, and student cognitive processing of targeted reading skills.

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Brophy, Jere E. and Good, Thomas, L. (1986). "Teacher behavior and Student Achievement." In Merlin C. Wittrock, (Ed.) Handbook of Research on Teaching, 3rd Ed. New York: Macmillan. pp. 328-375.
An excellent and thorough review of process-product research linking teacher behavior (including but not limited to teacher-student interaction) to student achievement.

Brophy, Jere. (1981). "Teacher Praise: A Functional Analysis." Review of Educational Research, 51 5-32.
A comprehensive review of research on the effects of teacher praise on student behavior. A discussion of the implications of research on teaching and on future research.

Brophy, Jere and Thomas L. Good. (1974). Teacher-Student Relationships: Causes and Consequences. New York: Holt, Rinehart & Winston.
This book focuses on student differences which have had a demonstrated impact on teachers and their behavior. Final chapter discusses implications of reviewed research for teaching. See also Good and Brophy, Looking in Classrooms. New York: Harper and Row, 1973.

Cazden, Courtney B. (1986). "Classroom Discourse." In Merlin C. Wittrock, (Ed.) Handbook of Research on Teaching, 3rd Ed. New York: Macmillan. pp. 432-463.
An excellent and thorough review of sociolinguistic research on classroom interaction. This review focuses on research which presents qualitative analyses of actual classroom life.

Civikly, Jean M. (Ed.). (1986). Communicating in College Classrooms. San Francisco: Jossey Bass.
An edited volume which includes essays on such communication related variables as communication apprehension in the college classroom, communicator style, nonverbal communication and humor, written by some of the most highly respected scholars in their areas.

Cooper, Pamela J. (1984). Speech Communication for the Classroom Teacher, 2nd ed. Dubuque, Iowa: Gorsuch Scarisbrick.
A text designed for courses which focus both on the communication factors which operate in the classroom contexts and instructional methods appropriate for the teaching of speech. The author carefully includes activities and reflection questions within each chapter.

Daly, John A. And John T. Korinek. (1980). "Instructional Communication Theory and Research: An Overview of Classroom Interaction." In Dan Nimmo (Ed.), Communication Yearbook 4. New Brunswick: Transaction Books, pp. 515-532. (ERIC ED 201 026#)
These authors provide an extensive review and synthesis of selected research findings on classroom interaction, as well as a brief discussion of conceptual and methodological issues facing researchers. Excellent set of references. Also in this same text are three empirical studies that examine various teacher behaviors: Kearney and McCroskey; Norton and Nussbaum; Nussbaum and Scott.

Dunkin, Michael J. and Bruce J. Biddle. (1974). The Study of Teaching. New York: Holt, Rinehart and Winston, Inc.
A comprehensive summary of observational research on teaching.

Feldman, Robert S. (Ed.). (1986). The Social Psychology of Education. Cambridge: Cambridge University Press.
Part II of the volume, "Teacher-Student Interaction," includes three chapters related to teacher-student interaction: mediation of teacher expectancy effects, nonverbal communication in interracial teacher-student interaction, and social psychological analysis of interaction.

Friedrich, Gustav W. (Ed.). (1981). Education in the 80's: Speech Communication. Wash., D.C.,: Natl. Educ. Assoc. (ERIC ED 196 113) Available from EDRS in microfiche only.
Of particular interest in this collection of essays are the three final chapters: learning styles, instructional strategies, the training of teachers.

Green, Judith L., Harker, Judith O., and Golden, Joanne, M. (1987). "Lesson construction: Differing Views." In George W. Noblit and William T. Pink, (Eds.) Schooling in Social Context: Qualitative Studies. Norwood, NJ: Ablex, pp. 46-77.
This chapter presents a synthesis of three recent approaches to the examination of teacher-student interaction and classroom life: a sociolinguistic, a semantic propositional, and a literary text analysis approach. The theme of the studies discussed is that meaning is constructed by teacher and students as they interact with one another and with objects during instructional events.

Green, Judith L., and Wallat, Cynthia. (Eds). (1981). Ethnography and Language in Educational Settings. Norwood, NJ: Ablex.
This edited volume presents various approaches to the ethnographic analysis of social interaction in instruction, including several studies of teacher-student interaction in classrooms.

Heath, Shirley Brice. (1983). Ways with Words. New York: Cambridge.
A book-length reporting of an ethnographic research project examining the ways that children learn to use language at home and at school in two communities in the southeastern United States. Several chapters provide detailed descriptions of the interaction patterns characteristic of the two schools.

Hurt, H. Thomas, Michael D. Scott and James C. McCroskey. (1978). Communication in the Classroom. Reading, Mass.: Addison-Wesley.
After introducing some basic concepts of human communication, this text discusses them in the context of the instructional setting.

Kash, Marilynn M. and Gary D. Borich. (1978). Teacher Behavior and Pupil Self-Concept. Reading, Mass.: Addison-Wesley.
This text provides a synthesis of research on the relationship between teacher behavior and pupil self-concept, as well as a theoretical perspective for the research.

Klopf, Donald W., and Cambra, Ronald E. (1983). Speaking Skills for Prospective Teachers. Englewood, CO.: Morton.
A text designed to provide pre- and in-service teachers with information relevant to communication processess in classrooms. The book is divided into three sections: foundations of communication in the classroom, factors influencing the communication process in classrooms, and communication skills which have been identified as useful in the classroom context.

Marty-White, Cheryl, and Staton-Spicer, Ann Q. (1987). "Instructional Communication in the Elementary Gifted Classroom." Communication Education. 36, 259-271.
Reports results of qualitative case studies of the instructional communication patterns of two elementary school teachers in gifted classrooms.

Medley, Donald M. (1977). Teacher Competence and Teacher Effectiveness: A Review of Process-Product Research. Washington, D.C.: AACTE. (ERIC ED 143 629)
An admirable attempt to synthesize significant findings of teacher effectiveness research and present only the "facts." This effort encourages readers to draw their own conclusions about such research and goes so far as to teach the reader how to read and interpret the tables of results presented. Studies represented are limited to grades three and below, especially those focusing on low socio-economic status students. An important resource for teacher educators.

Morine-Dershimer, Greta. (1985). Talking, Listening, and Learning in Elementary Classrooms. New York: Longman.
This research monograph focuses on pupil processing of sociolinguistic information and teacher information processing, and also examines relationships between classroom interaction and pupil achievement.

Norton, Robert J. (1983). "Commanding Attention." In Robert Norton Communicator Style: Theories, Applications, and Measures. Beverly Hills: Sage.
This chapter highlights particular teacher behaviors (associated with a dramatic communicator style) which have been found to correlate with measures of teaching effectiveness. Three separate but related studies are reviewed.

Nussbaum, Jon F., Scott, Michael D. (1980) "Student Learning as a Relational Outcome of Teacher-Student Interaction." In Dan Nimmo (Ed.), Communication Yearbook 4. New Brunswick: Transaction Books, pp. 553-564.
A thorough review of process-product research. Carefully identifies student learning outcomes that have been linked to factors related to teacher-student interaction.

Plax, Timothy G., Kearney, Patricia, and Downs, Timothy M. (1986). "Communicating Control in the Classroom and Satisfaction with Teaching and Students." Communication Education, 35, 379-388. (ERIC EJ 342 307)
Reports the findings of two studies which suggest that the kinds of behavior-control techniques that teachers use influence the degree of satisfaction they have about teaching and students.

Scott, Michael D. and Jon F. Nussbaum. (1981). "Student Perceptions of Instructor Communication Behaviors and Their Relationship to Student Evaluation." Communication Education, 30, 44-53. (ERIC EJ 240 164)
This empirical study reported results that student perception of instructor communicator style and self-disclosure is related to student evaluation of teaching ability.

Seiler, William J., Schuelke, L. David, and Lieb-Brilhart, Barbara. (1984). Communication for the Contemporary Classroom. San Francisco: Holt, Rinehart and Winston.
This text is appropriate for both pre- and in-service teachers. It is divided into two sections; the first dealing with foundational issues and second dealing with the issues of application. Of particular note is the treatment of diversity in the classroom including discussions of cultural diversity and handicapped students.

Simon, Anita and Gil Boyer (Eds.). (1974). Mirrors for Behavior III: An Anthology of Observation Instruments. Wyncote, PA.: Communication Materials Center.
This volume describes observation systems useful for researchers interested in classroom interaction.

Smith, Howard A. (1979). "Nonverbal Communication in Teaching." Review of Educational Research, 49, 631-672. (ERIC EJ 218 653)
A comprehensive review of nonverbal research in the educational setting. Useful discussion of the research in light of educational theory and the process-product research model. Exceptional set of references.

Smith, Louis M., and Geoffry, William. (1968). The Complexities of an Urban Classroom: An Analysis toward a General Theory of Teaching. New York: Holt, Rinehart & Winston.
A careful, richly descriptive microethnography of a particular classroom's social and academic life. The book presents detailed account of the researcher's methods, decisions, and findings. A good resource for prospective and in-service teachers as well as those interest in sociolinguistic and/or ethnographic research of educational contexts.

Staton-Spicer, Ann Q., and Marty-White, Cheryl. (1981). "A Framework for Instructional Communication Theory: The Relationship between Teacher Communication Concerns and Classroom Behavior." Communication Education, 30, 354-366. (ERIC EJ 257 602)
One investigation in a line of work which examines teacher communication concern as a construct for instructional communication theory development. This study employs a qualitative case study approach and identifies relationships between a university teacher's communication concerns and his classroom communication behavior.

Staton-Spicer, Ann Q., and Wulff, Donald H. (1984). "Research in Communication and Instruction: Categorization and Synthesis." Communication Education, 33, 377-391. (ERIC EJ 306 453)
This essay categorizes and synthesizes empirical studies of communication and instruction published from 1974 to 1982. Of the six categories of research, three are of interest to teacher-student interaction researchers: teacher characteristics, student characteristics, and teaching strategies.

Swinton, Marilyn M. and Ronald E. Bassett. (1981). "Teachers' Perceptions of Competencies Needed for Effective Speech Communication and Drama Instruction." Communication Education, 30, 146-155. (ERIC EJ 246 849)
Classroom teachers were asked to identify the competencies needed by effective speech/drama teachers. Several of the categories of competencies involve teacher-student interaction.

Travers, Robert M.W. (Ed.). (1973). Second Handbook of Research on Teaching. Chicago: Rand McNally and
This important volume includes a variety of articles relevant to teacher-student interaction. See especially Rosenshine and Furst. The first volume would also be of interest: N.L. Gage (Ed.). Handbook of Research on Teaching.

Trenholm, Sarah and Toby Rose. (1981). "The Compliant Communicator: Teacher Perceptions of Appropriate Classroom Behavior." The Western Journal of Speech Communication, 45, 13-26. (ERIC EJ 240 152)
In this study the Critical Incident technique is used to elicit from elementary and middleschool teachers which student communication behaviors they labeled competent and contributing to classroom achievement. A six-category system reveals that "classroom management" factors seemed to contribute to student success. Results raise the question: is the "model student" the most competent?

Wilkinson, Louise Cherry. (Ed.). (1982). Communication in the Classroom. New York: Academic Press.
This edited volume presents theoretical and empirical work in the sociolinguistic tradition of examining language use and communication in actual classrooms. Essays are contributed by authors from a variety of disciplines including psychology, education, linguistics, sociology, and anthropology and discuss a wide range of classroom communication phenomena.

Woolfolk, Anita E. and Brooks, Douglas M. (1983). "Nonverbal Communication in Teaching." In Edmund W. Gordon, (Ed.) Review of Research in Education, 10. Washington, D.C.: American Educational Research Association, pp. 103-149.
A review of empirical research examining nonverbal communication behaviors as they relate to classroom teaching. Emphasis is given to guiding future research directions.

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Citations followed by EJ numbers are education-journal articles annotated in Current Index to Journals in Education (CIJE), the ERIC monthly index. The journal articles may be found in your libraries. Citations followed by ED numbers are educational documents announced in Resources in Education (RIE), the ERIC monthly abstract journal. Unless asterisked, documents are available on microfiche in libraries housing ERIC collections or they can be purchased in microfiche or reproduced paper copy from EDRS (ERIC Document Reproduction Service), 3900 Wheeler Ave., Alexandria, VA 22304-5110. For prices, check the latest issue of RIE or write to the Speech Communication Association for an EDRS order blank/price table.